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ABSTRACT

This book assesses the developing vocational functions of schools in Britain, identifies vocational values and policies, and discovers gaps in provision. Chapter 1 gives a summary analysis of school structural and curricular developments between medieval times and the reign of Victoria that were inspired by vocational or economic influences or had vocational outcomes. Chapter 2 examines educational developments of vocational significance in the Victorian era, focusing on these areas: consolidation of socially stratified schools, their distinctive curricula, their occupational orientations, and the recurring debate about the relative places of the classics, the sciences, and technology in the curriculum. Chapter 3 concentrates on the vocational consequences of those changes occurring between the important Education Acts of 1902 and 1918, focusing particularly on "opinion" about the significance of these changes. Chapter 4 considers the years between the world wars, the period in which vocational guidance service emerged, and analyzes the development and refinement of the vocational thrust in schools. Chapter 5 surveys more recent points of view and initiatives relating to vocational education and assesses changing orientations in schools in response to vocational demand. Future directions for vocational education are mapped out. Notes are found at the end of each chapter. An index is provided. (Author/YLB)

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